

**SOUTH DAKOTA DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS**

**Emery School District
Continuous Improvement Monitoring Process Report 2003-2004**

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Date of Report: January 12, 2004

This report contains the results of the steering committee's self-assessment and the validation of the self-assessment by the Special Education Programs. The report addresses six principles – General Supervision, Free Appropriate Public Education, Appropriate Evaluation, Procedural Safeguards, Individualized Education Program and Least Restrictive Environment. Each principle is rated based on the following scale:

Promising Practice	The district exceeds this requirement through the implementation of innovative, high-quality programming and instructional practices.
Meets Requirements	The district consistently meets this requirement.
Needs Improvement	The district has met this requirement but has identified areas of weakness that left unaddressed may result in non-compliance.
Out of Compliance	The district consistently does not meet this requirement.
Not applicable	In a small number of cases, the standard may not be applicable for your district. If an item is not applicable, the steering committee should briefly explain why the item is NA. Example – no private schools within the district boundaries.

Principle 1 – General Supervision
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General supervision means the school district's administrative responsibilities to ensure federal and state regulations are implemented and a free appropriate public education is provided for each eligible child with a disability. The specific areas addressed in principle one are child find, referral procedures, children voluntarily enrolled by parents in private schools, students placed by the school district, improving results through performance goals and indicators (assessment, drop out, graduation), professional development, suspension and expulsion rates.

Steering Committee Self-Assessment Summary

Data sources used:

Cornbelt Educational Cooperative comprehensive plan for special education

Parent, administrator and teacher surveys

Referral records

Publications of child find notices

Results of annual child find and screening procedures

State data table A - General District Information
State data table B - Personnel
State data table D - Statewide Assessment Information
State data table H - Exit Data
Student Information and Management System (SIMS)
Individual Education Programs (IEPs) and file reviews
Teacher Assistance Team (TAT) documentation/referral review forms
Workshops and inservices
Employee handbook
Technology in Teaching and Learning (TTL)
Board policies

Promising practice

The steering committee concluded the use of technology and professional development as areas of promising practices.

Meets requirements

The Emery School District has surveyed groups involved in the child find activities, reviewed files and has policies and procedures in place, which verifies the district has an effective system to locate, identify, and evaluate children with disabilities, ages birth through 21 years who may need special education. The district has an effective pre-referral and referral system in place to ensure students are identified without unnecessary delay.

There are no private schools in the Emery School District. The district does not have a need to provide for children with disabilities that are eligible for special education and are voluntarily enrolled in private schools by their parents to participate in services in accordance with the requirements of Individuals with Disabilities Education Act (IDEA). However, if there were students enrolled in private schools who met eligibility requirements, the district would follow the state policies and procedures and the Cornbelt comprehensive plan regarding the placement and services of students voluntarily enrolled by parents in private schools.

Should a child with disabilities be placed out of district into a private school or facility, the Emery School District would ensure special education and related services be provided in accordance with requirements of Individuals with Disabilities Education Act (IDEA) and will follow the plan and procedures outlined in the Cornbelt Educational Cooperative comprehensive plan.

The Emery School District uses relevant school data to analyze and review their progress toward the state performance goals and indicators. The district has met the state's requirements for Annual Yearly Progress (AYP).

The Emery School District follows and adheres to the state guidelines for reporting students suspended, expelled, or dropped out as per the reports required by the state regulations. Should a student be suspended or expelled, the district would follow the policies and procedures outlined in the Cornbelt comprehensive plan.

The Emery School District state report indicates the school district employs and contracts with personnel who are fully licensed or certified to work with children with disabilities. The district adheres to policies and procedures for the appropriate supervision of these individuals. The district implements procedures to determine personnel needs and take action to meet those identified needs.

Validation Results

Promising practice

The monitoring team validated technology and professional development as promising practices.

Computers are available in all classrooms. There are enough wireless laptops on a cart so that a teacher may bring them into the classroom so that each child has a computer for a class activity. Instruction in keyboarding begins in third grade. Students and teachers have access to two computer labs. The juniors and seniors have signed contracts, which allow them to have their own computer for the year. Students and parents sign contracts agreeing to the terms for having the computer. An interview with a student who has been contracted a computer indicated that initially she was not excited about having the computer, knowing what responsibility went with it and having to carry it from class to class. As time has passed she now feels the computer is very help in her classroom work and being responsible for it is well worth it. Reviewers observed students using their computers in a classroom setting and they appear to be very competent with technology.

Specific training is provided to all staff in the area of special education. The training topics are based upon the annual needs assessment results. The district has established a professional development committee. The committee includes teachers, two parents and one administrator. District policy requires each staff person to attend at least 1 professional development activity outside the district annually. Additional training activities are encouraged and approved upon request.

Although Emery School District is not on alert for the South Dakota: No Child Left Behind report card, ten teachers and two administrators completed a data retreat during the summer of 2003. They are hopes to better understand the results of standardized tests and apply the information to program planning. All teachers, administrators, and paraprofessionals of the district have completed at least two professional development activities in the last year. Ninety two percent (24 of 26) of teachers, paraprofessionals, and administrators have completed at least one TTL session.

Meets requirements

The monitoring team agrees with the steering committee that the district is meeting requirements for Principle One, General Supervision.

Principle 2 – Free Appropriate Public Education

All eligible children with disabilities are entitled to a free appropriate public education in the least restrictive environment. The specific areas addressed in principle two are the provision of FAPE to children residing in group homes, foster homes, or institutions, making FAPE available when a child reaches his/her 3rd birthday and providing FAPE to eligible children with disabilities who have been suspended or expelled from school for more than 10 cumulative days.

Steering Committee Self-Assessment Summary

Data sources used:

Cornbelt Educational Cooperative comprehensive plan for special education

Individual with Disability Education Act (IDEA) application for funds

Child count records – 1999, 2000, 2001, 2002

File reviews

Personnel and parent surveys

Data table I: Age and Placement Alternative

Data table A - Numbers of Non-Disabled and Disabled Students Suspended/Expelled

Parental rights brochure

Meets requirements

Current practices and past compliance reviews from the state and federal special education monitoring demonstrate that Emery School District provides a free appropriate public education (FAPE) for all children with disabilities.

Through policies and procedures regarding the removal of students with disabilities addressed in the Cornbelt Educational Cooperative comprehensive plan, the Emery School District ensures that eligible children with disabilities who have been suspended or expelled from school for more than 10 cumulative school days are being provided FAPE. If the situation occurs, the district would follow procedures outlined in the comprehensive plan. In addition, personnel in the Cornbelt Educational Cooperative review policies and procedures related to the removal of students with disabilities at an annual inservice for administrators. The same topic is addressed at inservices for resource room teachers and related service providers every year.

Validation Results

Meets requirements

The monitoring team agrees with the steering committee that the district is meeting the requirement for Principle Two, Free Appropriate Public Education.

Principle 3 – Appropriate Evaluation

A comprehensive evaluation is conducted by a team of knowledgeable staff, which also includes parental input. A valid and reliable evaluation will result in effective individualized education programs for eligible students. The specific areas addressed in principle three are written notice and consent for evaluation, evaluation procedures and instruments, eligibility determination, reevaluation and continuing eligibility.

Steering Committee Self-Assessment Summary

Data sources used:

Cornbelt Educational Cooperative comprehensive plan for special education

Child count record – 2002

File reviews

Personnel and parent surveys

Record of inservice and training programs

Minutes of TAT meetings

Table A - General Information for Emery School District 30-2

Meets requirements

The Emery School District provides appropriate written notice and obtains informed consent before assessments are administered to a child as part of an evaluation or reevaluation. In files reviewed by the district 100% indicated that parental consent for evaluations had been obtained prior to evaluation. Furthermore, 100% of the files reviewed indicated that parents had received the required notification

regarding the proposed action by the district. Policies and procedures pertaining to written notice and informed parental consent are in place and follow the federal and state regulations.

The Emery School District ensures the evaluation or reevaluation procedures and instruments meet the minimum requirements. One hundred percent of the 26 files reviewed indicate that the district completes valid and reliable evaluations that are in compliance with regulations. The district has policies and procedures aligned with state and federal regulations for evaluation. Through policies and procedures, the district ensures the proper identification of students with disabilities through the evaluation process. File reviews and parent surveys reflect this conclusion. By following policies and procedures outlined in the Cornbelt comprehensive plan, the district ensures reevaluations are conducted in accordance with all procedural requirements to ensure students are appropriately evaluated for continuing eligibility.

Validation Results

Meets requirements

The monitoring team agrees with the steering committee that the district is meeting the requirement for Principle Three, Appropriate Evaluation with the exception of evaluation procedures (determination of needed evaluation data and functional assessment). See information under: Out of Compliance

Needs improvement

ARSD 24:05:25:04 Evaluation procedures

At the elementary level functional assessment was completed, however information was not skill specific. For example, in one student file the Kaufman Test of Educational Achievement (KTEA) was given as a functional assessment for math skill. The summary listed math skills as average or weak, but did not analyze information to report specific skill base data (i.e. what are average and weak skills: adds single digit numbers, does not know basic multiplication facts, etc.) to parents and other individual education program (IEP) team members. Without this information it is difficult to write skill based goals and objectives, which is an IEP content requirement.

For more information on this issue see Principle Five, under validation results; Out of Compliance-IEP Content.

Out of compliance

ARSD 24:05:25:02 Determination of needed evaluation data

As part of an initial or reevaluation, the individual education program team and other individuals with knowledge and skills necessary to interpret evaluation data, determine what evaluation data is needed to support eligibility and the child's special education needs.

In all student files reviewed, with the exception of speech/language and early childhood, the monitoring team found that students were given a Behavior Assessment for Children (BASC). Interviews with special education teachers indicated that the Cornbelt Cooperative has told them that behavior assessment must be completed on all students suspected of a disability in which a psychological evaluation is requested. The behavior assessment is completed as a precautionary step in the event of long-term suspension of the student. Based on this information, the monitoring team concluded that the district does not consider the child's individual needs when making the determination of needed evaluation data.

ARSD 24:05:25:04 Evaluation procedures

The district is required to ensure that a variety of assessment tools and strategies are used to gather relevant functional and development information about the child. In three of four student files reviewed where articulation was a concern, the monitoring team found that the evaluation did not include functional skill information. An example: An evaluation, completed May 2003, for a child who was 42 months old included the Preschool Language Scale, Battelle Developmental Inventory, Goldman Articulation Test

and a functional developmental checklist. The concern is the checklist did not include functional assessment for articulation skills, which was the concern area and the area in which eligibility was determined. In an interview with the monitoring team the speech therapist indicated the Cornbelt Cooperative instructed her to completed functional assessment when needed for articulation this past fall. However, as of this time, she had not had the opportunity to complete an articulation evaluation for the district.

Principle 4 – Procedural Safeguards

Parents of children with disabilities have certain rights available. The school makes parents aware of these rights and makes sure they are understood. The specific areas addressed in principle four are adult student/transfer of rights, content of rights, consent, written notice, confidentiality and access to records, independent educational evaluation (IEE), complaint procedures, and due process hearings.

Steering Committee Self-Assessment Summary

Data sources used:

- Cornbelt Educational Cooperative comprehensive plan for special education – 2003
- Cornbelt Educational Cooperative handbook of special education forms: consent & prior notice
- File reviews
- Parent surveys
- Parental rights brochure
- Family Education Rights and Privacy Act (FERPA) - Public notices

Meets requirements

The Emery School District policies and procedures, parental surveys and file reviews indicate the district ensures notification to parents of their rights under Individuals Education with Disabilities Education Act (IDEA). By following the policies and procedures outlined in the Cornbelt Cooperative comprehensive plan, the district ensures that parents are informed of all information relevant to the activity for which consent is sought and fully understand what service or activity is being addressed before obtaining their consent for such action.

The Emery School District has training, policies, and procedures for surrogate parents to ensure the rights of a child are protected if no parent can be identified.

The policies and procedures of the district as outlined in the Cornbelt Educational Cooperative comprehensive plan provide parents with the opportunity to inspect and review all educational records concerning their child, including those concerning the identification, evaluation, and educational placement of the child, in accordance with the provision of a free and appropriate public education and FERPA. In addition, each file contains a “Record of special services” form (not the record of access form mentioned above). The screenings, evaluations, and services, a student has had during each school year are recorded on this cumulative form. This form is maintained for each student in the district and located in student’s cumulative file and special education file.

In the event of complaint actions, the Emery School District would follow the policies and procedures, outlined in the Cornbelt Educational Cooperative comprehensive plan, to ensure compliance. The district also follows federal and state regulations pertaining to due process procedures as outlined in the Cornbelt Cooperative comprehensive plan to ensure compliance.

Validation Results

Meets requirements

The monitoring team agrees with the steering committee that the district is meeting the requirement for Principle Four, Procedural Safeguards.

Principle 5 – Individualized Education Program

The Individualized Education Program (IEP) is a written document for a child with a disability that is developed, reviewed and revised by the IEP team, which includes the parent. The specific areas addressed in principle five are IEP team, IEP content, transition components for secondary IEPs, annual reviews, transition from early intervention program, and IEP related issues.

Steering Committee Self-Assessment Summary

Data sources used:

- December, 2002 child count
- File reviews
- Parent surveys
- Teacher surveys
- Student surveys
- Cornbelt Educational Cooperative comprehensive plan --- 2003
- Cornbelt Educational Cooperative special education handbook of forms
- Data tables

Promising practices

The steering committee concluded the transition process from elementary to junior high (6th grade), the district's practice to have students start attending their IEP meetings in sixth grade and transition to adult services/life provided to all age appropriate students are areas of promising practices in the Emery School District.

Meets requirements

The Emery School District provides written notices with all required content to all parents and/or guardians for all IEP meetings.

Using policies and procedures already in place, the district endures the provision of an appropriate IEP team that meets all identified responsibilities. File reviews, and surveys completed by parent and teacher also indicated procedures are followed.

Emery School District utilizes an IEP form that ensures each student's IEP contains the required content. Files reviewed by district staff indicated 100% had measurable annual goals, modifications and accommodations were addressed in the students' IEPs, and parents had been regularly informed about their child's progress at least as often as the parents of students in general education.

The Emery School District ensures that transition plans for students are a coordinated set of activities, reflecting student strengths and interests, to prepare them for post school activities. File reviews indicate that students with IEPs complete transition evaluations by the time they are 14. Data from the evaluations is used to develop a transition plan that addresses employment and living goals.

Emery School District has procedures and policies to ensure that IEPs are appropriately developed and in effect for each eligible student. Files reviewed show that 100% of the IEPs were reviewed on or before

the previous IEP date. The district demonstrates excellent collaboration between general and special education teachers for the benefit of all students.

Validation Results

Promising practice

The monitoring team validated the transition process from elementary to junior high (6th grade), the district's practice to have students start attending their IEP meetings in sixth grade and transition to adult services/life is provided to all age appropriate students as promising practices.

To facilitate a smooth transition from elementary school to junior high (Grade 6), fifth graders, including those students with IEPs, shadow the sixth grade for a half-day during May. Shadowing lasts through the lunch hour to help the fifth graders understand what it is like to have lunch an hour later.

All students are encouraged to attend IEPs from sixth grade (11-12 years of age) on. Prior to the meeting, the resource room reviews the agenda with the student, explains the purpose of the meeting and the IEP, and reviews the current IEP with the student. To ensure the student is more comfortable at the meeting, the resource room teacher and student make a list of questions to be discussed at the meeting. Sometimes, the student is asked to write a thank-you note to the teachers who attended the meeting.

Transition planning is not limited to students with IEPs, or is it limited to one class. Planning for living and working in the community after graduation is an on-going process, which involves course work, formal and informal assessments, job shadowing, and school-to-work employment.

Transition planning and career preparation for all students begins in grade seven with a nine-week exploratory class in careers which is continued for another nine weeks in eighth grade. During this time, the seventh and eighth grades have opportunities to participate in a local job fair which is an activity sponsored by the Family Careers and Community Leaders of America (FCCLA) and its advisor.

During the sophomore year, students may take employability class, which is offered as an elective, but 100% of the students have taken the class for the last five years. The curriculum for 2003 employability class includes the five competencies, which were the original five competencies of the School Transition to Employment Partnership Program (STEP) formerly called Employability I of 1985. The five competencies were career planning and job search process, interviewing, applications, cover letters and resumes. Initially the local course was developed to prepare students with IEPs for living and working in the community. Realizing all students would benefit from the activities of the competencies, the district has offered the course in general education for more than ten years. The vocational teacher instructs the class.

During the same semester, which students take employability class, they are also taking technical writing, which focuses on the types of various writing required in the work place. The two teachers team teach and coordinate instruction in technical writing with its application for career preparation. The development of portfolios, including electronic portfolios, entrepreneurship, job shadowing, and interviewing are included in the course.

If appropriate, students with IEPs take employability and business English classes in general education for two reasons. First, the student benefits from interaction with peers in discussion and group activities. Second, the student develops personal organization and planning skills as he/she works through the competencies. Assistance and tutoring is provided in the resource room when appropriate.

Career interest and aptitude surveys are completed annually by all students including those who have an IEPs. Freshmen take the Career Profile Survey; sophomores take the Plan, which shows interests and

abilities areas. Juniors take the Armed Services Vocational Aptitude Battery (ASVAB). Juniors and senior participate in formal job shadowing experiences.

During the freshman year, students with IEPs take the Career Occupational Preference (COP) System, an individualized assessment, which provides data about interests, aptitudes, and work place values. Seventh and eighth graders complete informal surveys about interests and aptitudes in the exploratory classes. Students with IEPs use results from informal surveys to complete more formal lessons in career planning as part of the course work in the resource room. Students with IEPs and their parents complete questionnaires and surveys related to living skills. The results of the surveys are used to develop goals and objectives on the IEP and transition plan.

The school-to-work program provides students, including those with IEPs, with actual work experience in both the public and private sectors. Successful employment at a site that matches the interests and aptitudes of the student is the goal of the program. Students go through an application and interviewing process, work at the jobsite one or two hours a week, and complete classroom activities with the vocational teacher to earn credit for graduation. When necessary or appropriate, the resource room teacher is involved as a job coach.

Students receive credit for the school to work program. Several students who are on IEPs are involved in the program. "All" district students must participate in three job shadow experiences between their sophomore and senior year. Sources available for job shadowing are the school, preschool daycare, local newspaper, local gift shop, local photographer, and senior citizen's meal center. Credit is provided for the completion of 75 hours of service.

Meets requirements

The monitoring team agrees with the steering committee that the district is meeting the requirement for Principle Five, Individualized Education Program except in the area of IEP content, and Justification. See information under: Out of Compliance

Out of compliance

ARSD 24:05:27:01.03 Content of individualized education program.

Annual goals and short-term objectives

Description and location of special education and related services to be provided and Justification for placement

Annual goals need to be measurable/skill based and reasonably attainable in one year. In three files reviewed at the elementary level, the annual goals were not written in a manner that would be measurable/skill based on their own. The following is an example; "After 36 weeks of instruction in mathematics, ___ will write/state answers to questions on daily assignments with an average of 80% accuracy for 6/8 weeks." The annual goal needs to state what math skill(s) will be attain in one year.

Short-term objectives or annual goals need to have conditions, performance and criteria listed. The short-term objective must be linked to the annual goals. Objectives should be in a student-centered manner and be skill based. Short-term objectives or benchmarks are derived from the annual goal but represent smaller, sequential, manageable learning tasks, which a student may master on the way to achieving the annual goal. The following example written for a math goal was taken from a file reviewed by the monitoring team; "When given a daily assignment, ___ will record it in her assignment notebook and write answers to complete the assignment with 80% accuracy in 7/8 consecutive assignments." At the elementary level, short-term objectives were not consistently derived from the annual goal and/or skill based.

A student's IEP must include the projected date for the beginning of the services and modification described in this section and the anticipated frequency, location, and duration of those services and

modifications. Children in need of special education or special education and related services must be provided special programs and services to meet individual needs which are coordinated with the regular education program whenever appropriate. Removal from the regular educational classroom may occur only when the nature or severity of the child's needs is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In four speech files and one elementary files reviewed by the monitoring team, IEPs did not indicate the specific location of services. For example: "sessions in the therapy room or classroom". In the speech files it also showed that the placement committee did not provide a written description of why removal from the regular educational classroom is necessary. Placement statements provided on the IEP were written in a rejected and/or accepted format. These statements however, did not justify why the nature or severity of the child's needs was such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The IEP should reflect the options considered and the reasons why those options were rejected for each placement alternative considered for the student. For example: General Classroom with modification: accepted ___ will remain in the classroom with his/her peers for all academic areas. Speech services will take place in the therapy room to ensure continued correct tongue placement and production of the sounds in errors. Service may take place in the classroom to help ___ generalize his/her skills to situation outside of the therapy room.

Principle 6 – Least Restrictive Environment

After the IEP is developed or reviewed, the IEP team must decide where the IEP services are to be provided. Consideration begins in the general education classroom for school age students. The specific areas addressed in principle six are placement decisions, consent for initial placement, least restrictive environment procedures, preschool children, and LRE related issues.

Steering Committee Self-Assessment Summary

Data sources used:

- Cornbelt Educational Cooperative comprehensive plan
- File reviews
- Personnel surveys
- December, 2002 child count
- Table F: Placement Alternatives

Promising practice

The steering committee concluded the utilization of the distance learning lab, the after-school program and the High School That Works (HSTW) grant are areas of promising practices in the Emery School District.

Meets requirements

Emery School District follows the policies and procedures outlined in the comprehensive plan as it provides for the education of all children in the least restrictive environment. General education teachers have received training in the roles and responsibilities necessary to provide instruction for students on IEPs in the classroom with their peers, thus providing the supports they need for their successful participation. Classroom modifications/accommodations and instructional practices demonstrate the commitment of the district and teachers in meeting this goal.

Validation Results

Promising practice

Emery School District utilizes the Dakota Distance Network (DDN) learning lab to provide instruction in more academic areas. For example, this semester students, including those with IEPs, are taking three classes (French II, Spanish I and Spanish II), which originate from universities in South Dakota and other school in the DDN consortium. Furthermore, students have the opportunity to interact with students from other districts as they take two classes on the DDN (Parenting and Occupational Child Care), which originate from the Emery School District. This class was observed by one of the reviewers and found students to be very involved in the class through the use of their lap top computers.

The after-school program funded by a 21st Century Community Learning Grant is held Monday, Tuesday and Thursday. The program started as a summer program and extended to after school. The program is staffed with one certified teacher and one assistant. Program runs from 3:30 to 6:00 and is available first to families with children in Title 1 services, then is open to all families, with children in grades K-8. The teacher has access to IEP and modifications for students with disabilities, and the instructional focus is on reading and math.

The Emery School District has made progress on their High School That Works (HSTW) plan; a grant awarded to them this past fall. The entire staff has received inservice regarding the program and the key practices. During the inservice, teachers worked, in groups of four, to select two key practices to work on this year. The district had already selected the senior project as one of its main goals for this year and the implementation stages have been completed. All groups had excellent discussion. Ironically each group selected the same two key practices – 1) reading across the curriculum and 2) extra help program.

The core team felt positive about staff input. Staff appeared excited and positive about this program. As a staff, they decided to proceed with these key practices as their goals for the 2003-2004 school year.

The core team, which consists of seven teachers, meets every Wednesday for 45 minutes before or after school. The team alternates each week. This is the team's planning time to work on implementation of the district's key practices. Then the core team shares with the remainder of the staff each Monday morning at a staff meeting. The district believes the weekly meetings have been very productive.

The district is planning on implementation during the second semester. Since they received notification of the grant late and received training in October, the district did not feel it could begin implementation any earlier.

The following is the HSTW plan for Emery High School for school year 2003-2004, specifically second semester.

Key Practice 1 – Senior Project

The district implemented the senior project in November. Each senior student has chosen a topic, written a letter of intent and has been assigned a teacher mentor and personal mentor. The students will write a research paper on their topic and then produce a final project/product. A team consisting of a teacher, the personal mentor, a parent, a junior student and possibly a board/community member will evaluate these projects. The district is hoping to have a community presentation night in May where the seniors will display and present their project.

The senior project will be recorded on the students' report cards and transcripts with a pass/fail grade. The district's goal is to have the senior project become a high school requirement in 2006-2007. This would give current freshmen three years for a transition period into the new requirement.

Key Practice 2 – Reading books across the curriculum

The district's goal is to have students read ten books across the curriculum. The ten books will be divided among all classes over the course of the semester for each grade level 6-12. The readings will be divided between homework and in-class work. Journals and publications are being previewed as possible reading sources. Focus groups are being used to find sources. The district's long-term goal is to increase the number of books read to 20 books for school year 2004-2005.

Staff are currently working on developing a comprehension assessment for teachers. Journaling will be used in language arts classes and summary writing in other courses. The summary would include some personal reflection with responses to 1) what do you think of the reading, 2) what application does this have to you or someone. A common rubric will be developed.

The elementary is also implementing this goal for grades K-5.

Key Practice 3 – Extra help program

The district divided the entire staff into help teams. They have five teams, which consist of 2-3 teachers per team. Each team was assigned a time to provide extra help to students grades 6-12. The district believes that most students will stay for help in the areas of English, math and science so when creating the teams, the district assigned at least one teacher who has strength in one of these three areas to the team.

The extra help sessions have been set for Monday, Tuesday and Thursday after school from 3:30-4:10 and Wednesday and Friday before school from 7:45-8:20. The help session will be in one location.

It is the district's hope that a variety of students will be encouraged to attend the help sessions. Students could possibly attend for some of the possible reasons: 1) required by a teacher due to poor performance or missing work, 2) student chooses to stay for extra help, 3) student chooses to stay as a self discipline method, or possible 4) student chooses to stay to help another student.

Key Practice 4 – Integrated unit

This practice was not one that the staff specifically selected; however, because of a grant that was written and approved last spring, it will become part of the district's plan.

The district is implementing an integrated unit among senior math, family and consumer resource management, economics, and English. This project will focus on writing, the use of management of credit, the role of interest in credit and investing. The seniors will use the technology of lap top computers, which each senior has through the grant.

Meets requirements

The monitoring team agrees with the steering committee that the district is meeting the requirements for Principle Six, Least Restrictive Environment.